

2007

Tech Forum - Chicago

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<http://coolcatteacher.blogspot.com>

[CASE STUDY RESULTS]

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Security and Privacy in a Web 2 World

Rulings

Case 1: Free Speech or School Discipline.

In February 2006, Greencastle Middle School Principal Shawn Gobert discovered a Web page on MySpace purportedly created by him. A.B., who did not create the page, made derogatory postings on it concerning the school's policy on body piercings. (Note: The derogatory postings include profanity and cannot be shared here.) The principal took disciplinary action and filed a delinquency notification with the State.

Case 1 Results: Students have the right of free expression

"The state filed a delinquency petition in March alleging that A.B.'s acts would have been harassment, identity deception and identity theft if committed by an adult. The juvenile court dropped most of the charges but in June found A.B. to be a delinquent child and placed her on nine months of probation. The judge ruled the comments were obscene.

A.B. appealed, arguing that her comments were protected political speech under both the state and federal constitutions because they dealt with school policy.

The Court of Appeals found that the comments were protected and that the juvenile court had unconstitutionally restricted her right of free expression."

Primary Source: <http://edition.cnn.com/2007/TECH/internet/04/10/myspace.free.ap/>

Case 2: Special Effects or Cyberbullying?

Ghyslain, a middle school student was "playing around" after class and with the video camera running, taped himself playing with a stick like it was a light saber. He turned off the camera and left the tape on a shelf in the classroom. L, another student, was getting the camera ready to tape a sporting activity in April 2003 when he found the tape of Ghyslain playing around with the light saber. He laughed and showed it to his friend R who made a tape of it.

"I thought it'd be an interesting prank . . . I wanted Ghyslain to know what I knew of him, what I had seen," L said

"All I did was take the cassette, digitize it on the studio computer to pull a joke on Ghyslain. After that, I had nothing to do with it," R said he later told the school principal after the controversy erupted.

Then, the students started e-mailing the video among each other. That was when C saw it and created a website and posted the video on it. By the time administrators found about about it a month later, one

weblog that had gotten the video said that it had been downloaded 1.1 million times, six months later another site reported 73 million downloads. Many of the sites who acquired the video, used special effects software to insert sound effects and other objects in lieu of the "light saber" stick.

Students would taught Ghyslain "Star Wars kid. Star Wars kid." wherever he went.

Results of Case 2: Parents may be be civilly liable for their children's actions

" Three years later, Mr. Raza and his parents this week reached an out-of-court settlement with the families of three former schoolmates they had sued for \$351,000 in damages. The settlement annuls a civil trial set to begin on Monday that would have scrutinized one of the world's first and most-publicized cases of cyber-bullying... He left the school and eventually, got a private tutor... No one would comment yesterday about the settlement, including whether it included monetary compensation. ...However, previous proceedings in the case had included discussions about whether the families of the three defendants had liability insurance. The families of the three defendants have varying financial situations, court documents suggest. Mr. Caron's court filings include a letter from an insurer refusing to provide liability insurance coverage, whereas Mr. Laflamme says in his examination that his father had savings of \$500,000 from an inheritance."

Source:

www.theglobeandmail.com/servlet/story/RTGAM.20060407.wxstarwars07/BNStory/National/home

Case 3: Text is a Right

A college considered putting in an SMS text messaging system in the fall of 2006. This would allow them to text their students in the case of an emergency and thus keep them from coming on campus or to stay in their current location. The college decided against putting in the system partially because of professor's concerns that student cell phone texting needed to be eliminated because it was a classroom distraction and because of cheating problems. Some professors even purchased "frequency busters" which made it so that students could not text or use cell phones in their room. *(This also disrupted the GPS locators on the phone.)*

The following spring, an incident occurred with a gunman on campus. Campus officials could not reach students many of whom were in their cars coming onto campus. Students located in the "frequency busting" rooms stayed there, oblivious to the danger coming down the hall, unable to receive text messages, and unable to be located by families who could use the GPS chip in their phones to find them. In one such room, everyone was killed by a gunman.

Results – Case 3

This is not an actual case but is loosely based upon the Virginia Tech shootings. Virginia Tech considered putting in an SMS notification in the Fall of 2006 but did not implement the system. Many experts state that such a system would have saved lives. Some say litigation is inevitable.

“As the carnage unfolded, eyewitnesses IM'd terrifying firsthand accounts to their friends, some of which appeared on blogs and MySpace within minutes of the shootings. Yet students complained that the first official word they heard about a killer on campus came a full two hours after two students were shot to death in a nearby dorm, just as their suspected attacker opened fire again in an academic building on the other side of campus....

Why, given the ubiquity of SMS-enabled cell phones and the growing popularity of social networking and communication tools like [Twitter](#) and [dodgeball.com](#), did it take so long for news to reach students that class had been canceled and that students should stay in their dorm rooms?

Next-generation emergency-alert systems have sprouted up across the country, aiming to bring better information and decision-making to disaster scenes. New York City's planned 911 system would allow callers to send in cell-phone pictures and videos; Portland, Oregon's [Connect & Protect](#) system combines ad-hoc and centralized information sharing; and [SquareLoop](#)'s technology enables emergency messages to be sent to any phone in a given geographic area, according to Stephenson.”

Facilitator’s Note: With the many lives that are being saved by GPS chips and text messaging, we are close to a day when parents will DEMAND that their students be allowed to keep their cell phones on them at all times and turned on!

Source: http://www.wired.com/culture/education/news/2007/04/vtech_disaster_alerts

Case 4 – Embarrass the Teacher

- A- In October 2006, a teacher was provoked by a student to get angry and began to yell. Meanwhile the other student secretly recorded the confrontation. When the student went home, he posted it on youtube. The teacher saw the video and had to go on stress leave because of the embarrassment.
- B- A teacher has a student sneak up behind him and pull his pants down while a student in the back of the class films. It is posted on youtube later in the day. As fast as the film is taken down on youtube, it is reposted by another person.

Results – Case 4:

A - “A Gatineau, Que., teacher is on stress leave and his school has banned personal electronic devices in the classroom after a video of him shouting at a student was posted on the YouTube website.”

"In the Ottawa-Carleton school district, union spokeswoman Kerry Houlahan said she is concerned about how easily images can be taken and manipulated without a person knowing."

Source: <http://www.cbc.ca/canada/ottawa/story/2006/11/24/you-tube.html>

B - "The online harassment of teachers is causing some to consider leaving the profession because of the defamation and humiliation they are forced to suffer," Johnson said at a national teachers' conference Tuesday.

The secretary was speaking about new government guidelines for confiscating mobile phones and other devices that are used to record malicious videos in the classroom. However, websites that host student-made videos must also act, he said."

"These are big companies we are talking about," Johnson said. "They have a social responsibility and moral obligation to act."

Source - http://www.usatoday.com/tech/webguide/internetlife/2007-04-11-teachers-youtube_N.htm

Case 5 - Second Life is Real Life

Second Life (SL) is the only virtual world where "residents" legally own their property. SL has announced that they will allow people to buy their real name in SL for \$50 a year, but will take no steps to authenticate the name.

A student forges information and gets onto the adult grid in SL. The student thinks it would be funny to have the name of their principal so he buys the SL name for \$50 and begins to wreak havoc. He sets up all of his personal information to match that of the principal including birthdate and residence. Then, he makes his avatar look just like the principal. Then, he programs an ex rated avatar by purchasing obscene body parts. Then, he programs a few very x rated gestures for his avatar to do. Additionally, when he meets others he tells them where he teaches and what he does. He goes into G rated worlds and rips off the clothes of his avatar. He does inappropriate things that get him banned from those worlds and elicits the ire of the members who then start to blog about this avatar using his name and personal information. Eventually, some members of the school board find out about their "principal's" behavior in SL and ask him to resign. The principal has never heard of SL. The student promptly deletes all files on his home computer.

Results

"According to AP; "With the new feature, Linden Research will try to verify that avatars with high-profile names belong to same-named owners. For now, it's nearly impossible to determine the offline identity behind any avatar."

Forget about "high profile" people, don't we all deserve the same level of protection for one of the most precious elements of our identity? Second Life wants to be taken seriously as a place of commerce, and where there's money there's crime. Identity theft will take on a whole new dimension once someone can start running around in Second Life with your name. Perhaps worse than the risk of financial fraud is **the risk to your reputation. What happens when your digital doppelganger gets busted for dodgy business deals, or just stupid behavior. They can vanish into the ether and pop up with a new name, but you're stuck with a tarnished reputation in both Second Life and the first one.**

In the litigious world we live in, **Second Life is a giant lawsuit just waiting to happen.** By allowing avatars to assume the name of others, Linden Labs is inviting the mother of all lawsuits to come knocking on its door."

Source:

http://www.itwire.com.au/index.php?option=com_content&task=view&id=11110&Itemid=1086 4/5/2007

All items in this presentation are bookmarked at my public Google Notebook at:

<http://www.google.com/notebook/public/12939465736228550360/BDQTaSwoQoYHWr6li>

Or the Tiny URL at:

<http://tinyurl.com/yr8fg9>

Team 1: Free speech or School Discipline?

Roles

Each member of the team will role play one of the following roles! Write each person's name below.

Administrator:

Student:

Parent:

Observer:

Teacher:

Case 1:

In February 2006, Greencastle Middle School Principal Shawn Gobert discovered a Web page on MySpace purportedly created by him. A.B., who did not create the page, made derogatory postings on it concerning the school's policy on body piercings. (Note: The derogatory postings include profanity and cannot be shared here.) The principal took disciplinary action against A.B. and filed a delinquency notification with the State.

Discussion Guide

- Student: Why did you do this? Do you think it was OK?
- Administrator: What do you think about this? Do you have a right to take action?
- Parent: What do you think about what happened? How will you respond if your child is disciplined?
- Observer: What do you think of what has happened and what do you predict was the outcome of this court case?
- Teacher: Despite the outcome of the court case, what can you do educationally to help prevent such a thing from happening in the future?

Presentation

Prepare a role play/ dramatization to share with the group (should be only a few minutes long) to demonstrate what happened in this instance. At that time, the facilitator will share with the group the results of the court case.

If you finish early:

State how you think a school's acceptable use policy should be modified (if at all) based upon reading this case.

Notes:

Acceptable Use Policy

Disaster Preparedness Policy

Policies to protect teachers/ administrators

My action items:

Team 2: Special Effects or Cyberbullying?

Roles

Each member of the team will role play one of the following roles!

Administrator:

Student (Ghyslain):

Parent:

Observer:

Teacher:

Case 2:

Ghyslain, a middle school student was “playing around” after class and with the video camera running, taped himself playing with a stick like it was a light saber. He turned off the camera and left the tape on a shelf in the classroom. L, another student, was getting the camera ready to tape a sporting activity in April 2003 when he found the tape of Ghyslain playing around with the light saber. He laughed and showed it to his friend R who made a tape of it.

"I thought it'd be an interesting prank . . . I wanted Ghyslain to know what I knew of him, what I had seen," L said

"All I did was take the cassette, digitize it on the studio computer to pull a joke on Ghyslain. After that, I had nothing to do with it," R said he later told the school principal after the controversy erupted.

Then, the students started e-mailing the video among each other. That was when C saw it and created a website and posted the video on it. By the time administrators found about about it a month later, one weblog that had gotten the video said that it had been downloaded 1.1 million times, six months later another site reported 73 million downloads. Many of the sites who acquired the video, used special effects software to insert sound effects and other objects in lieu of the “light saber” stick.

Students would taught Ghyslain “Star Wars kid. Star Wars kid.” wherever he went.

Who is at fault? What can be done to prevent this?

Discussion Guide

- Ghyslain: Discuss whose fault it is? How do you feel?

- Parent of children who shared the video: How do you feel about what has happened to your son? Whose fault is it?
- Administrator: What do you think about what has happened? What should you do about it?
- Observer: As you look at this issue, what do you think happened legally?
- Teacher: Despite what may happen legally, what can you do educationally to prevent such things from happening in the future.

Presentation

Prepare a role play/ dramatization to share with the group (should be only a few minutes long) to demonstrate what happened in this instance. At that time, the facilitator will share with the group the results of the court case.

If you finish early:

Discuss how a school's Acceptable Use Policy should be modified (if at all) after reading this case.

Notes:

Acceptable Use Policy

Disaster Preparedness Policy

Policies to protect teachers/ administrators

My action items:

Team 3: Text is a right!

Roles

Each member of the team will role play one of the following roles!

Administrator:

Student:

Parent:

Observer:

Professor:

Case 3:

A college considered putting in an SMS text messaging system in the fall of 2006. This would allow them to text their students in the case of an emergency and thus keep them from coming on campus or to stay in their current location. The college decided against putting in the system partially because of professor's concerns that student cell phone texting needed to be eliminated because it was a classroom distraction and because of cheating problems. Some professors even purchased "frequency busters" which made it so that students could not text or use cell phones in their room. *(This also disrupted the GPS locators on the phone.)*

The following spring, an incident occurred with a gunman on campus. Campus officials could not reach students many of whom were in their cars coming onto campus. Students located in the "frequency busting" rooms stayed there, oblivious to the danger coming down the hall, unable to receive text messages, and unable to be located by families who could use the GPS chip in their phones to find them. In one such room, everyone was killed by a gunman.

Who is at fault? What can be done to prevent this?

Discussion Guide

- Professor: Why did you install a "frequency buster?"
- Student: Do professors have a right to install frequency busters? Should colleges be required to put in SMS notification systems?
- Parent: Whose fault is it that your child did not know about the coming disaster? What could have been done to prevent this.
- Administrator: What do you think about what has happened? What should you do about it?
- Observer: Do you think there is any legal responsibility in this instance? What can be done to improve disaster notification to students without harming the academic integrity of the classroom?

Turn the page over

Presentation

Prepare a role play/ dramatization to share with the group (should be only a few minutes long) to discuss what happened in this instance. **(Facilitator's note to this group: Because of the nature of this, and our sensitivity to the feelings we all have, I recommend you not do a dramatization but rather a presentation of the facts.)**

After your presentation, the facilitator will share with the group the results of the court case.

If you finish early:

Discuss how a school's Disaster Preparedness Policy should be modified after discussing this case.

Notes:

Acceptable Use Policy

Disaster Preparedness Policy

Policies to protect teachers/ administrators

My action items:

Team 4: Embarrass the Teacher

Roles

Each member of the team will role play one of the following roles!

Administrator:

Student:

Teacher:

Observer:

Parent:

Case 4:

A - In October 2006, a teacher was provoked by a student to get angry and began to yell. Meanwhile the other student secretly recorded the confrontation. When the student went home, he posted it on youtube. The teacher saw the video and had to go on stress leave because of the embarrassment.

B – A teacher has a student sneak up behind him and pull his pants down while a student in the back of the class films. It is posted on youtube later in the day. As fast as the film is taken down on youtube, it is reposted by another person.

Discussion Guide

- Student: Why did you make the film and post it? How do you feel about the response of your teacher?
- Teacher: How do you feel about the film? What do you think should be done to the student? What do you think the school should do to make it safe for you to return to the classroom?
- Parent: Your child has been disciplined by the school, does your child deserve it? What can you do at home to prevent this from happening again?
- Administrator: What can you do to protect your teachers?
- Observer: As you look at the sides of this issue, what can be done, short of confiscating cell phones to prevent this behavior?

Presentation

Prepare a role play/ dramatization to share with the group (should be only a few minutes long) to discuss what happened in this instance.

After your presentation, the facilitator will share with the group the results of the court case.

Turn the page over

If you finish early:

Discuss how a school's Acceptable Use Policy should be modified after discussing this case.

Notes:

Acceptable Use Policy

Disaster Preparedness Policy

Policies to protect teachers/ administrators

My action items:

Team 5: Is second life real life?

Roles

Each member of the team will role play one of the following roles!

Student:

Principal:

Linden Labs (creators of SL):

Observer:

School Board:

Case 5:

Second Life (SL) is the only virtual world where “residents” legally own their property. SL has announced that they will allow people to buy their real name in SL for \$50 a year, but will take no steps to authenticate the name.

A student forges information and gets onto the adult grid in SL. The student thinks it would be funny to have the name of their principal so he buys the SL name for \$50 and begins to wreak havoc. He sets up all of his personal information to match that of the principal including birthdate and residence. Then, he makes his avatar look just like the principal. Then, he programs an ex rated avatar by purchasing obscene body parts. Then, he programs a few very x rated gestures for his avatar to do. Additionally, when he meets others he tells them where he teaches and what he does. He goes into G rated worlds and rips off the clothes of his avatar. He does inappropriate things that get him banned from those worlds and elicits the ire of the members who then start to blog about this avatar using his name and personal information. Eventually, some members of the school board find out about their “principal’s” behavior in SL and ask him to resign. The principal has never heard of SL. The student promptly deletes all files on his home computer.

Discussion Guide

- Student: Why did you do this?
- Principal: How do you feel about what has happened? What should you do to clear your name?
- Linden Labs: Why do you allow the purchase of real names on SL? IS it your responsibility to verify their identity?
- School Board: What do you think about what has happened? What should you do about it? Do you trust/believe the principal?
- Observer: Do you think there is any legal responsibility in this instance? If so, who?

Turn the Page Over

Presentation

Prepare a role play/ dramatization to share with the group (should be only a few minutes long) to discuss what happened in this instance. **(Facilitator's note to this group: Because of the nature of this, I recommend you be careful with your dramatization or you may just want each character to do a brief monologue.)**

After your presentation, the facilitator will share with the group the results of the court case.

If you finish early:

Discuss how a school's Disaster Preparedness Policy should be modified after discussing this case.

Notes:

Acceptable Use Policy

Disaster Preparedness Policy

Policies to protect teachers/ administrators

My action items:

